

VISIT...

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Tutor Teaching Tips

Repeated Reading • U-3

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage 5 minutes

Read part 1 of the passage *Pirate Ships* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency 5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 130 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding 5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

Who were some of the first pirates? (ancient Greeks)

Why were Greek galleys so fast? (streamlined, used oars)

Describe Viking ships to me. (long and narrow, large square sail, oars, shallow bottom)

If time permits, repeat the steps above using part 2 of the passage, *Pirate Ships*.

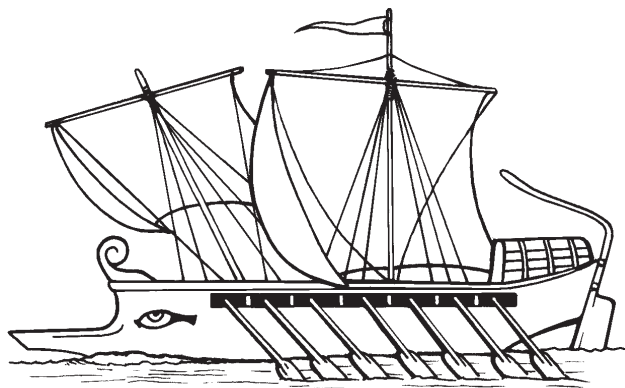
Optional Activity 5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them number-side down. Have the child draw a card, read the word, and tell you whether it is a noun (naming word), verb (action word), or adjective (describing word). Have him/her check the answer on the back of the card. If the child is correct, he/she can move on the game board the number of spaces indicated on the card. If incorrect, he/she cannot move. It is now your turn. Repeat game as time permits.

Part 1

The success of a pirate attack often depended on the ship the 12
 pirates used. Some of the earliest pirates were from the ancient 23
 Greek empire. The Greek pirates used streamlined ships called 32
 galleys for their attacks. These sleek ships were powered by oars. 43
 Some also had a single large sail. A galley under the power of 56
 many oars was much faster than the clumsy cargo ships that 67
 depended on wind. A galley could quickly overtake a slower 77
 cargo ship and attack it. 82

While the Greek pirates threatened ships sailing around southern 91
 Europe, the Vikings ruled the seas of northern Europe. Viking 101
 pirate ships had to be strong in order to withstand the rugged sea. 114
 Their ships were known as longboats. They were long—as their 125
 name suggests—narrow, and sleek. This made them fast and easy 136
 to steer. A large square sail powered a longboat on the open sea, 149
 and oars pushed it along near the shore. The longboats were 160
 shallow and could land almost anywhere. 166

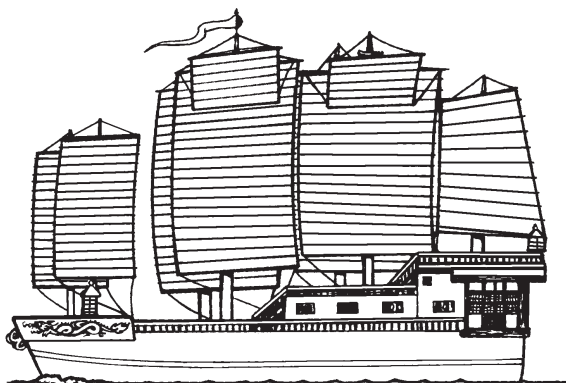


A galley

Part 2

Corsairs on the northern coast of Africa used sleek galleys much 11
 like the Greek pirate ships. The oars were manned by slaves, 22
 which left the Corsair pirates free to do the fighting. The Corsairs' 34
 ships were sleek and fast. Slaves scraped and waxed the hull, 45
 increasing the ship's speed. The galleys were powered by both 55
 oars and sails. Each oar was long and heavy, and might take 67
 several men to row it. A Corsair galley could have two to three 80
 masts, each holding a sail of a different size. 89

The seas and coastline of China and Southeast Asia were perfect 100
 settings for pirates. Larger Chinese pirate ships were called junks. 110
 These junks were often converted cargo ships. This meant that 120
 they were slower than most of the pirate ships you have been 132
 reading about. What these ships lacked in speed they made up 143
 for in arms. They carried over a dozen large guns. They were such 156
 good fighting ships that the Chinese navy could not defeat them. 167



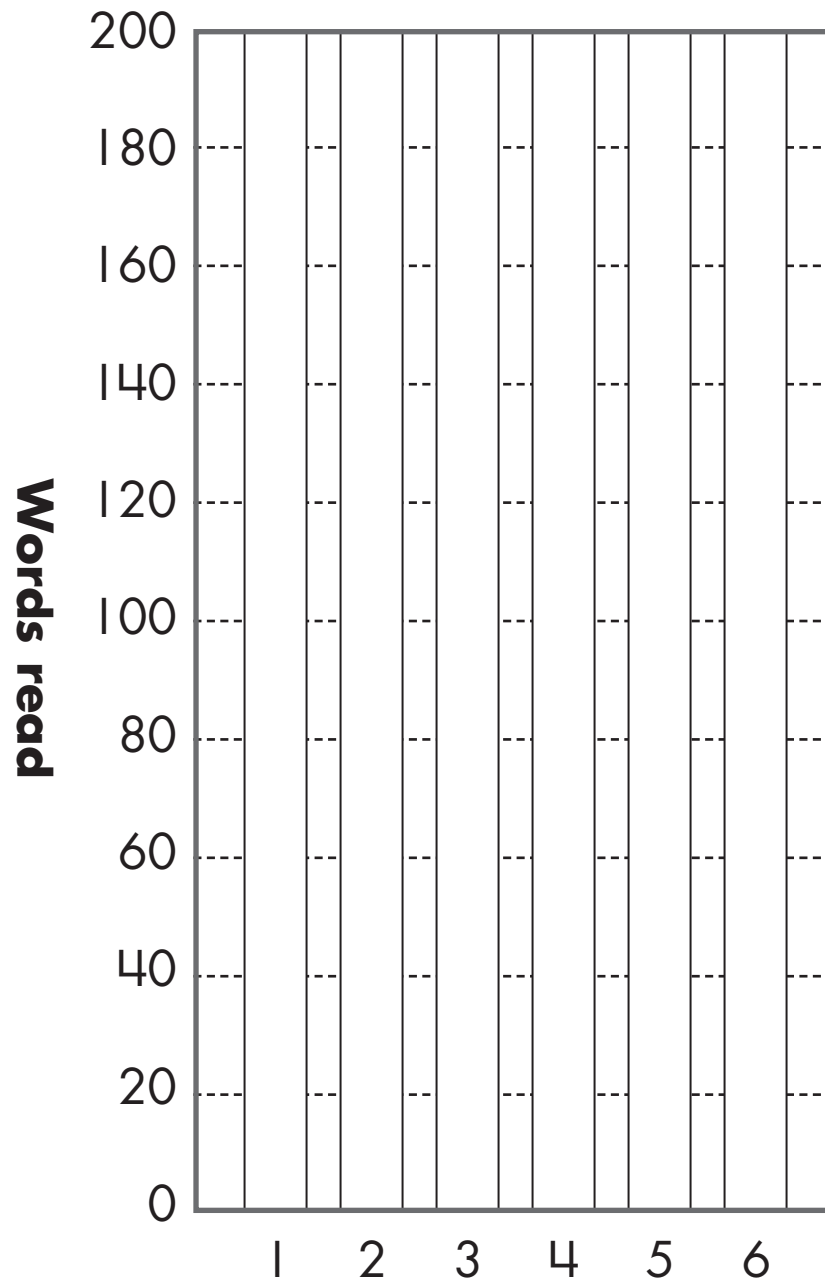
A Chinese junk

Fluency

Repeated Reading Bar Graph

Lesson U-3

Name _____ Date _____



Number
of errors: _____
1 2 3 4 5 6

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency



Game Cards (FRONT)

Lesson U-3

attacked

pirates

swift

streamlined

ships

faster

rowed

powered

longboats

sleek

shore

threatened

overtake

ocean

shallow

success

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (BACK)

Lesson U-3

adjective

2

adjective

2

noun

1

verb

2

verb

3

verb

2

adjective

3

noun

1

verb

3

noun

1

adjective

3

noun

1

noun

4

adjective

2

noun

1

verb

3

Fluency

Game Board

Lesson U-3

